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AESTRACT

The study project aimed at providing planners of the Auraria Higher Education Center with insights and guidelines on which to base their decisions relative to the inclusion of nonacademic services and facilities. A questionnaire, sent to a random sample of the students, probed for student characteristics; students present use of nonacademic space; and the use they would make of nonacademic space were it to be made available at Auraria. The study results indicated that the Auraria student body, present and projected, is quite sharply different from the student body of the traditional, nonurban-residential college, and that the students recognize their different nature and different needs in some respects, but in others are inclined to blur their distinctive urban, commuting student needs into a conventional generalized picture of the "college student." It was concluded that planners have, therefore, a reasonably solid base of knowledge of the characteristics of these students, but a less solid base of knowledge of their needs in nonacademic areas. Therefore, they must proceed incrementally with the provision of nonacademic services and facilities, providing first those that are most urgently needed by reason of both logic and stated student preference, and proceeding in cautious phases to others lower in the clear-need, known-need hierarchy. (Author/MLF)

The Commuting Urban Student

Characteristics, Patterns, and Preferences

ED 072547

by
Nikole Stoner, Dr. Richard Anderson, and Margaret Gaskie

AUGUST, 1972

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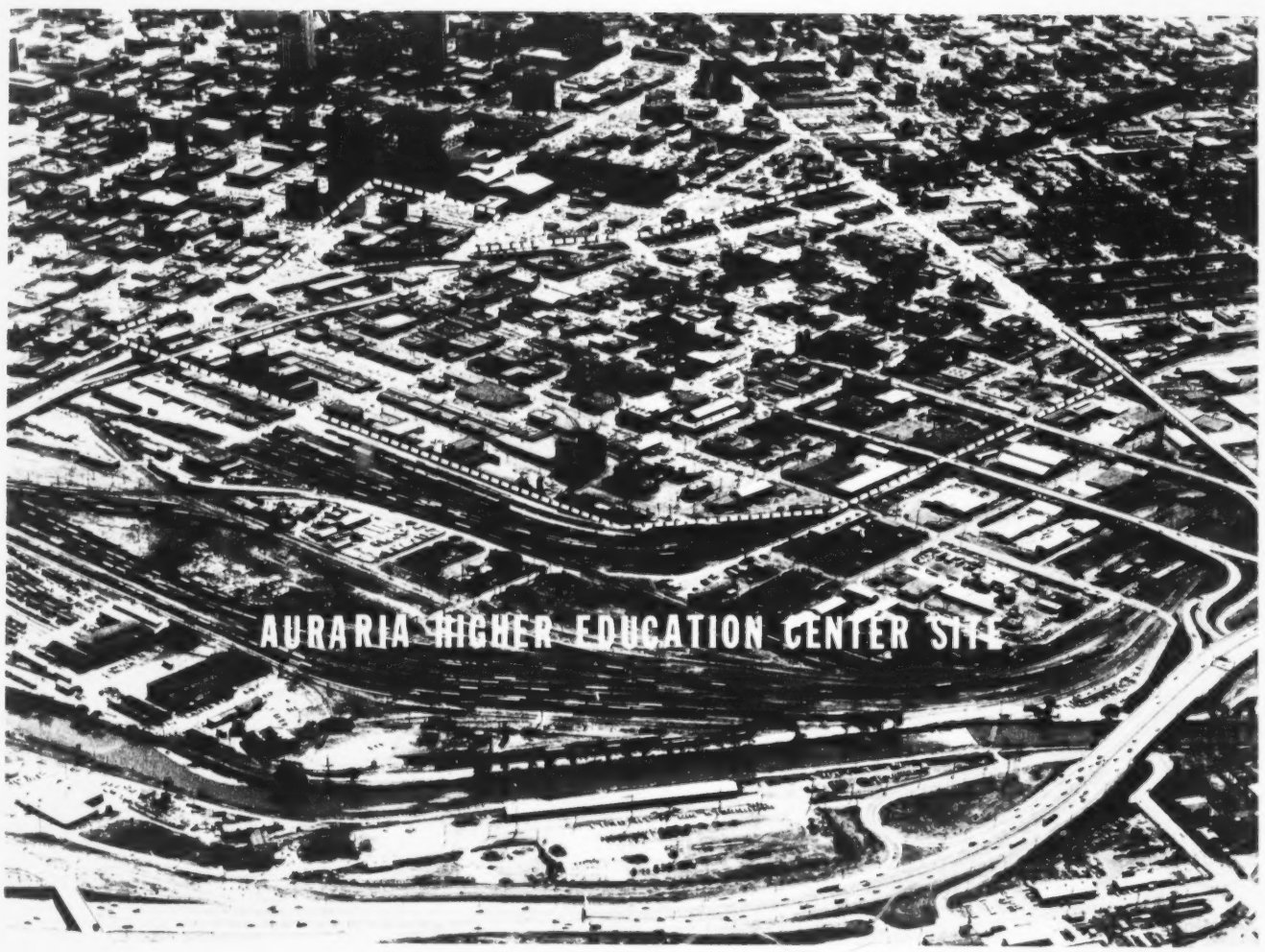

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AURARIA HIGHER EDUCATION CENTER

COMMUNITY COLLEGE OF DENVER-AURARIA CAMPUS

METROPOLITAN STATE COLLEGE

UNIVERSITY OF COLORADO-DENVER CENTER

AURARIA HIGHER EDUCATION CENTER PROJECT

Room 602, Forum Building

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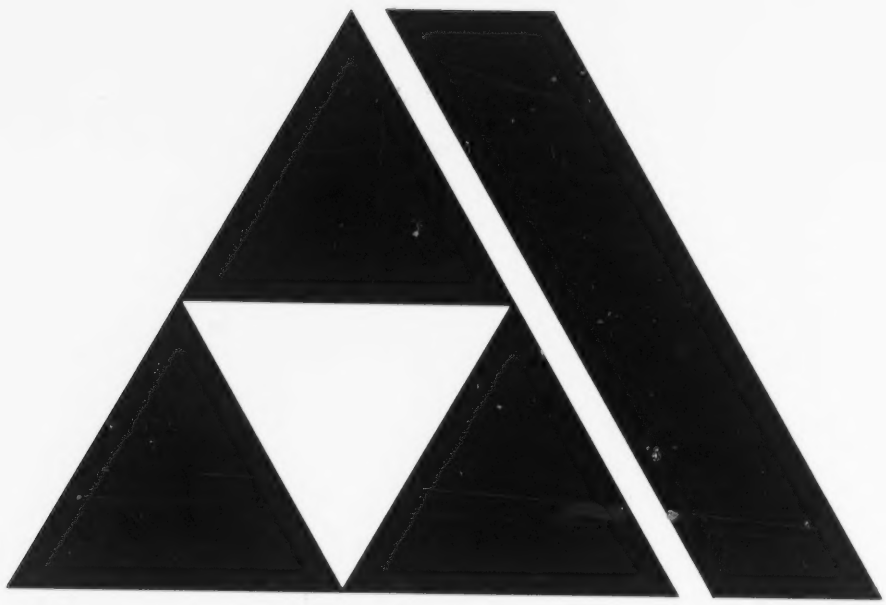


Foreword

In order to gain a solid base for any planning effort it is necessary to have knowledge and understanding of the persons toward whom the planning is directed. If the needs and desires of these individuals can be understood then the planning will most likely be effective and serve these needs and desires.

The study reported on in this volume establishes that sort of firm base of understanding of the students who will make up the Auraria Higher Education Center. The study concentrated on the non-academic areas: its ultimate question was, "What kind of non-academic services and facilities do the Auraria students want and need?" To get at that answer, three broad prior sets of questions were posed: What are these students like? What facilities and services do they now use? What facilities and services do they think they would want?

The students themselves were asked these three sets of questions; this report analyzes their answers.

Students are probably the most knowledgeable and authoritative describers of their own needs, but they are not infallible. For reasons set forth in this volume, relating largely to their inexperience, their responses as to desired facilities and services are not to be taken as absolute determinants but as strong indicators. Planners should look on these preferences not as permanent imperatives but as temporary signposts.

In this sense, the study reported here is but a beginning. It ties in with the concept of Auraria, which will be built in phased increments, and thus will be able to be responsive to further or changed perceptions of need.

The concept of making a beginning with this study was integral to the entire project. For this reason, much care was devoted to the principal instrument of inquiry, the questionnaire, and to the computer programming for analysis of the questionnaire responses. At considerable cost in both human talent and money, these components -- the questionnaire and the program -- now exist. As a result, the study can be replicated, in whole or part, at other times and in other places at the relatively modest cost incurred by distributing the questionnaire and key-punching the response.

The replications can be made at the Auraria institutions, to see if there is any significant change over time. They can be made also at institutions elsewhere, both for the internal purposes of those institutions and to begin to build up a compatible body of knowledge about the non-academic needs of the American student, and in particular, the urban, commuting student.

The detailed questionnaire responses although not included in this report are available upon request.

Lawrence E. Hamilton
Executive Secretary
Auraria Higher Education Center

Acknowledgements

"The Commuting Urban Student: Characteristics, Patterns, and Preferences" reports a study undertaken to determine the non-academic facilities necessary and desirable at the Auraria Higher Education Center of Denver, Colorado. The Auraria Center is a downtown site to be redeveloped to house three educational institutions: The University of Colorado Denver Center, with a largely graduate-professional orientation; Metropolitan State College, with a baccalaureate orientation; and Community College of Denver-Auraria, the downtown campus of a multi-campus community college strongly bent toward occupational education, and offering also the traditional 2-year college-parallel sequence.

The three institutions, as well as the Community College of Denver's North Branch, cooperated in the study, providing student and faculty personnel, money, and/or logistical support.

The Auraria Board of Directors, appointed by Governor John A. Love in August 1971, provides general guidance over the planning and development of the Higher Education Center. Coordination of this report came through Lawrence E. Hamilton, Auraria Project Director, and the Auraria Planning Board with helpful assistance from the Colorado Commission on Higher Education.

Two grants to the Colorado Commission provided the necessary funds to carry the study through to its conclusion. One was from Educational Facilities Laboratories, Inc., established by the Ford Foundation to help schools and colleges through research, experimentation and the dissemination of knowledge regarding educational facilities. The second grant was from the Division of Academic Facilities of the U. S. Office of Education which provides special facilities planning grants under Title I of the Higher Education Facilities Act as amended.

Principal writers of this report are Nickole Stoner, graduate student and project originator; Dr. Richard Anderson, faculty member and project co-director; and Margaret Gaskie, project coordinator and editor.

It is very important to note that, while these groups and individuals made important contributions, the entire study project was student-initiated and very largely student-conducted.

I. Shaping The Environment

"The first function of a university is to create a student body, and the second is to make an environment in which it can flourish."

The apothegm is that of the editors of Architectural Review, a British journal. Like all apothegms, it is subject to criticism -- that it is too pithy, that it omits too much of importance, that it is too facile in describing as linear a relationship that is intertwined and symbiotic.

But, on the whole, it states reality fairly, cutting through much debate, admitting much diversity, and coming to definition.

Moreover, the apothegm is particularly approriate to the Auraria Higher Education Center at this point in time, and is the genesis of the study reported in this volume; a study of the Auraria student body, and of certain aspects of the environment in which that student body can come to flourish.

Substitute for the more restrictive (and British-oriented) word "university" what is the current American reality in almost any state -- i.e., combinations of university, four-year college and community college -- and the proposition has direct applicability: *"There is the student body; now what is the proper environment?"*

Students Without A Home

That question is hugely pertinent to Auraria. Auraria exists as a place on a map; it exists as a congeries of residences, industries, businesses, and streets, it exists as a place where federal, state and city decision have agreed a great higher education complex will come into being. But not a foundation has yet been dug, not a yard of concrete poured, to begin the transformation into the physical home of a potentially important innovation in higher education.

The origin of the word "Auraria" is from the name of one of the early Colorado settlements located in what is presently downtown Denver. Now Auraria is once again virgin territory.

Yet the student body exists, and in quite large and rapidly growing numbers. Count them: in fall of 1971, 7,141 head count students at the University of Colorado Denver Center; 8,202 at Metropolitan State College; 1,212 at the Community College of Denver-Auraria.

And these numbers are but the present tip of a growing iceberg. Target enrollments approved by the Colorado General Assembly call for 10,000 students at the university branch, 17,150 students at the state college, 5,412 students at the Auraria branch of the community college. Yet this combined enrollment of more than 32,000 students only meets projected demand for metropolitan area higher education through 1976 or 1977; how additional students will be served thereafter remains to be determined.

In any event, the anticipated population of the higher education complex is large, and is bound to have a large impact on those parts of Denver that Auraria adjoins. The decision has been taken that such impact can be a force for good in environmental terms, just as decision has been reached that the bringing together of so many students from three quite different institutions can be a force for good in terms of educational opportunity and effectiveness. This massive introduction of students into Auraria, then, will take place.

Planning for the Auraria Higher Education Center has been going forward for some time. For example, in December 1968, the *Feasibility Study - Planning Report* by Lamar Kelsey & Associates made an initial essay into analyzing the gross space and site relationships required for the center, and set out in broad terms the facilities that might be shared by the three institutions. It also estimated the percentages of building space required by each of six broad functions -- instructional use, 52 percent; physical education and health, 16 percent; library, 11 percent; student activities, 10 percent; administration, 5 percent; and central services, 6 percent.

More recently, focus has begun to shift from general planning to specific planning. The 1970 Colorado General Assembly appropriated funds for design of the first Metropolitan State College buildings, to contain some 230,000 square feet of aca-

demic space. In 1971, the General Assembly appropriated funds for preliminary design of shared facilities and for assessment of existing buildings on the site for interim use, while the Division of Academic Facilities of the United States Office of Education provided funds for program planning of shared facilities. The 1972 Colorado General Assembly has been asked for funds with which to start actual construction.

First emphasis in the construction will be on those facilities without which institutions simply cannot function at all -- space in which to carry on the instructional program, and the heating-cooling plant for that space. This will begin to move students in from the rented space they now occupy at high cost in a number of areas; high cost in rental fees; high cost in inefficiency of operation in buildings not designed for higher education; high cost in identification for students and instructors scattered and without a central home.

Concurrent with this drive to establish quickly the first elements of instructional space has been a growing concern about the kinds and sizes of other space that will be needed.

Planning For The Non-Academic

By an inexorable logic, the starting place in producing this "other space" -- that is, non-academic space -- is an understanding of the characteristics and propensities of the people who are to use it: the students.

The steps in the logical progression are these: the kind of space is defined by the use that will be made of it; the quantity of space of any kind is a function of the number who will use it; the location of that space is dictated by the amount of use that will be made of it in alternate locations; the amount of use of each kind of space is determined by the characteristics and propensities of the people who are its potential users.

There are two more steps in this logical progression: one, to find out what kind of space is now used to what extent by the students; and, two, to project the use that would be made of various kinds of space if they were available.

One of the central realities of Auraria is a student body composition which is unlike any generalized model of "the American higher education student body." Certain of these differences are instantly observable. For instance, Auraria has large numbers of older students; it has a higher than normal mix of ethnic minorities; its students commute. Being able to observe these differences, however, is a far cry from being able to quantify them -- and it is quantifying that is required to produce the depth of understanding necessary to the wise planning of non-academic space.

Were the Auraria student like the generalized student in characteristics and propensities, space allocations could easily be made according to existing models. But the principal model for higher education is the residential college, located in a small or medium-sized town, and attended primarily by those in a financial position to do so either through parental support, through scholarship assist-

ance, or through the time-honored route of "working one's way through college."

That model, which by and large was predominant in American higher education before World War II, created certain well-known use-and-space demands. The student body was in effect a captive audience or, more properly, a captive company of actors and reactors. They needed housing. They needed places to eat and drink - regular meals, on-the-run meals, socializing cups, cramming-for-the-next-class cups. Because they were typically in smaller towns and, because typically many of them were from other localities and states, they needed health services, and if affordable, their own clinics; and probably health insurance or a system of health fees to support this. They needed spaces for physical exercise and recreation, and for plays, lectures and other cultural presentations. This use-and-space pattern became so well established that rule-of-thumb space factors were developed; for each full-time student, the requirement is so many square feet of academic space, so many square feet for housing, so many for dining, and so on.

A second characteristic of this traditional model also began to be understood over the last several decades - the use-and-space demands that it created, willy-nilly, on the host community beyond the campus perimeter. No matter how carefully and how fully the college planned for all of the students' needs, they exasperatingly insisted on a measure of freedom and exploration. Though the hamburgers, pizzas and shakes might be tastier or cheaper at the college, they wanted an occasional quick bite in the off-campus "Hamburger Heaven." Many of them lived in boarding houses, rooms, apartments or houses off-campus; some because they could not get campus housing, others because they preferred to live away from school. They usually had to go off-campus for their beer, and, because so many traditional college towns are dry, often away from the town as well. If the host town was quite small and uninteresting, the college was likely to become a suitcase college, with every mobile student taking off on weekends for the nearest bigger place, demonstrating massive ingenuity in evading the dormitory check-in rules.

These propensities at the traditional college were also well understood, and taken into consideration in certain ways by clever planners - by the manager of dining facilities, for instance, who anticipated that only 60 percent of contracted-for meals would be eaten on regular weekends, and only 30 percent on certain holiday weekends. The propensities, and the readiness to understand and meet them displayed by private enterprise while some college authorities shut their eyes to them, also led to the garish shops and instant slums with which many traditional colleges are surrounded.

This understanding of what students at the typical college would do was matched by an understanding of what they would not do. They were quite young; coming from other places, they had no great interest in the town in which their college was located. They would not, therefore, have any real interest in that community except to use such facilities as were available and convenient. They would not pay taxes, certainly, nor would they vote; nor would they care very much.

This traditional stance of non-involvement has changed dramatically in recent months, what with the 18-year old vote, interest in civil rights and environmental issues, and the general politicization of the student. But even before the stance changed elsewhere, it was understood that neither the model concepts of non-involvement in non-campus affairs nor the model concepts of use of campus and off-campus facilities would be applicable to students at the Auraria Higher Education Center.

The Urban Model

For Auraria was, by definition, to be committedly urban. It was to attract large numbers of non-traditional students -- older, working at non-campus jobs, commuting, tax-paying, with family, low-income, of ethnic minorities -- who would not be deeply committed either by necessity or choice to the higher education installation, but would use it while going about life largely outside it. It would also attract large numbers of students in more traditional categories of age and type, but differing in being commuting students whose primary attachments would also be to the broad community rather than to the campus.

Of these Auraria students, it could be safely posited that they would not follow the model of use and non-use characteristics of non-urban college students. That posit is necessary and useful in a negative sense - but it goes a short distance on the road of defining what such urban students would use or refuse to use. Hence the necessity of looking directly at Auraria students to establish their own particular pattern of needs which could be met by services and facilities in the non-academic areas.

In triumphant demonstration of how they differ from traditional students, these students turned to this task before the authorities did. A group of students at the University of Colorado Denver Center developed a project for determining student characteristics and needs. They presented so convincing a case for this that they were appropriated both student fee funds and matching administrative funds to support their project.

As they worked at the project, though, it became apparent to them that to define the characteristics and needs of the University Center students would carry them just a part of the way toward their goal; that they needed similar understanding of the students at the state college and the community college who would share Auraria with them. Both the other institutions were persuaded and responded with support - Metropolitan State with money, Community College with voluntary services of faculty and work-study employment of students on the project. In addition to their cash and faculty-student time contributions, the institutions also made contributions in kind, particularly in secretarial and reproduction services.

Enthusiasm and intelligence carried the project a substantial distance but were unable to complete it to the satisfaction of its shapers. They saw the need for two more inputs -- coordination by someone who could take it on as a principal responsibility and not merely a responsibility to be met while pursuing the major tasks of teaching and learning; and money to pay for the components (such as computer programming and time rental) beyond the reach of the three institutions.

Two sources - the Colorado Commission on Higher Education, and Educational Facilities Laboratories - agreed to provide these essentials. The Commission, using a Federal grant, provided salary, space and supportive services for a project coordinator. Educational Facilities Laboratories provided a grant of $11,500 to see through a project compatible with its commitment to the encouragement of research and experimentation in the planning of educational facilities.

The project group supported by these sources consisted of faculty co-directors from the institutions, student associate directors, student research assistants, and the project coordinator, working in close association with the project director and Planning Board for the overall Auraria Higher Education Center project.

They defined their task as finding out three things: the characteristics of students at the institutions that would come together in Auraria; their present use of non-academic space; and the use they would make of non-academic space if it were available at Auraria.

The Questionnaire

The principal instrument of the study was a specially-devised questionnaire.*

As to student characteristics, the questionnaire probed these matters:

-age
-sex
-marital status
-ethnic background
-parent occupation, income, education
-employment
-type and location of living accommodations
-prior educational experience
-academic status (undergraduate, graduate, special)
-credit hours undertaken
-reason for attendance
-degree plans
-intent to remain in Colorado
-advanced study counseling
-curriculum counseling
-personal counseling
-community services information
-tutoring
-child care / baby sitting
-housing information exchange
-job placement
-crisis center.

The questionnaire probing of current use and potential use of non-academic services and facilities was in nine broad areas as follows:

1. **STUDY FACILITIES**
   - *reserve and reference rooms
   - *carrels
   - *study rooms (desks or tables)
   - *study/reading lounges
   - *departmental lounges or reading rooms
   - *lounges with current periodicals
   - *lounges with music
   - *lounges with TV
   - *music listening booths
   - *study labs (faculty-assisted)
   - *typing rooms
   - *calculator or other machine rooms
   - *departmental labs or workshops
   - *Present study time and locations
   - *Evaluation of study conditions
   - *Conflicts between study and other duties
2. **EATING FACILITIES**
   - *vending machines
   - *lunchroom
   - *cafeteria
   - *short order grill
   - *rathskellar
   - *banquet/dining room
3. **HEALTH-RECREATION FACILITIES**
   - *gym
   - *swimming pool
   - *outdoor lounge-meeting areas
   - *indoor courts
   - *indoor games
   - *sauna-steam room
   - *outdoor courts
   - *playing fields
   - *skating rink
   - *bowling alley
4. **TRANSPORTATION AND PARKING**
   - *public transit
   - *parking within walking distance of campus
   - *parking with shuttle bus to campus
   - *shuttle from outlying areas (e.g., shopping center)
   - *outlying study-lounges
   - *Present commuting time and mode
5. **STUDENT SERVICES**
   - *financial aid
   - *draft counseling
   - *military counseling
   - *career counseling

* Selected tables summarizing the resulting data on student characteristics, patterns, and preferences appear in this report (Pages 34-39). Full tabulations are contained in a supplementary volume, available on request from the Auraria Higher Education Center Project, Room 602, Forum Building, 250 West 14th Avenue, Denver, Colorado 80204. The complete computer runs are available for study at the Colorado Commission on Higher Education.

6. HEALTH SERVICES
   - *group insurance
   - *minimal medical services
   - *outpatient clinic
   - *clinic/small hospital
   - *pharmacy
   - *psychiatric services
   - *family planning information
   - *family planning clinic
   - *drug counseling
7. GENERAL SERVICE FACILITIES
   - *post office
   - *message center
   - *lockers
   - *sleeping facilities
   - *barber/beauty shop
   - *shower-changing area
   - *meeting rooms
   - *laundry-dry cleaning
   - *bookstore
8. SCHOOL-SPONSORED EVENTS
   - *plays
   - *movies
   - *art exhibits
   - *lectures/readings
   - *dance performances
   - *musical performances
9. HOUSING
   - *dormitories
   - *apartments

The Methodology

The questionnaire was sent to a 10 percent random sample of the student population at the University of Colorado Denver Center and Metropolitan State College. It was sent to a 40 percent random sample at Community College-Auraria, which was just starting operations and had quite a small student body. In order to flesh out the Community College component, the questionnaire was also sent to a 10 percent random sample at Community College-North, on the assumption that its student body would be similar to that which would attend Community College-Auraria.

As anticipated, roughly half of those asked to complete the questionnaire did in fact do so. Thus the response reflected about 5 percent of the student bodies of the university center, the state college, Community College-North, and about 20 percent at the smaller Community College-Auraria.

The responses were coded and input to a computer. The output was tabulated and cross-tabulated. The principal tabulations described student characteristics, patterns, and preferences for each of the institutions and for all institutions combined. The cross-tabulations described patterns and preferences by selected characteristics of students - e.g., the responses of married students compared with unmarried, or of males compared with females.

The Auraria Student

Although the body of this report is largely concerned with the results of the questionnaire, the project did not content itself with the administration and analysis of the questionnaire. Systematic observation of student use of existing non-academic facilities was also undertaken, and representative students who had completed the questionnaire were interviewed in in-depth discussion sessions, which gave the students a chance to explain and expand their responses, and gave the project directors a more rounded idea of why they responded as they did.

From these in-depth discussions, certain patterns of student interest stand out vividly. Principal among them are these:

*Though the project, the questionnaire, the use survey, and the discussion sessions focused on non-academic services and facilities, the focus of the students was on academic matters. They wanted to talk about the transferability of credits, the quality of faculty, the breadth of curricular offerings, the financial aid that would make attendance possible, the counseling that would make attendance productive. **Auraria students are serious students.**

*Uppermost in their minds was the use to which they would put the education they are acquiring at Auraria institutions. They were occupationally-oriented, job-oriented. **Auraria students are pragmatic students.**

*They were almost painfully unimaginative and modest in their expressed desires for non-academic facilities. By and large, they said they wanted those things they associated with traditional colleges; they were hesitant to ask for things they might need as commuting students to an urban complex. **Auraria students are relatively undemanding of non-academic services and facilities.**

Modest Expectations

These conclusions impose a *caveat* against reading the results of the questionnaire too literally. There may be a major disparity between what students now say they would like, and the actual use to which they would put a given service or facility. For, by and large, the study respondents focused on what is clearly necessary, acknowledged what would be convenient, but scarcely ventured toward what might be merely pleasant or desirable.

Whether this rather spartan collective vision of the ideal educational environment reflects a failure of imagination, an undeveloped sense of the possible,

or only a lack of interest is hard to say. Close analysis of the preference data, however, suggests that all three factors are operative, in differing combination for different student categories and different facilities types. And certainly the expectation of a relatively low collegiate standard of living is consonant with the broad profile of today's Auraria students - the large proportion who come from low- to middle-middle class backgrounds in which they are the first college-going generation, and the yet larger proportion who, by necessity or inclination, take a highly pragmatic view of higher education, viewing it not as preparation for life but as preparation for making a living.

Whatever its genesis, though, the extreme practicality of student response to the hypothetically proferred facilities and services is striking enough to bring into question its reliability as a gauge of student wants or even needs, as against the possibility that it also represents an attempt by these sober but inexperienced student-citizens to be "realistic" in conjuring the future indicative from the present imperfect.

This possibility is reinforced when student preferences are viewed in light of other information on the characteristics of the students themselves and on their present use of existing facilities and services. In general, such facilities as the three schools now offer to serve the functions probed in the study are patently inadequate by any reasonable standard. Yet they are intensively used, if not always for the purposes intended. Moreover, in the relatively few cases where existing and hypothetical facilities correspond, and present and projected use can to some extent be compared, the students surveyed tend to attach greatest importance to future facilities which are so obviously needed (a gym among recreational facilities) or so similar to facilities that now exist (library-connected study space) as scarcely to constitute a free choice.

This would seem to imply that student preferences elicited in the study may be overdetermined by the students' preoccupation with present needs that are not presently being fully met, and their consequent inability to move much beyond the bounds of current reality in conjuring with unfamiliar responses to now-pressing needs, let alone to needs that now seem less urgent.

II. Knowing The Student

The first large task of the questionnaire was to paint a picture of the students at the three Auraria institutions (and at Community College-North, as an extension of the number-poor Community College-Auraria).

The purpose was two-fold: to paint this picture for its own sake, to further understanding of the student body, and to compare this picture with the generalized notion of "student" for the guidance the differences would give to decisions on provision of non-academic space.

This chapter reports on the findings about the Auraria students under these headings: age; sex; marital status; parental background; living accommodations; student employment; academic data; reason for attendance; degree plans; plans to remain in Colorado; and cross-tabulations by sex.

No claim is made that the numbers and proportions reported on in this chapter are precisely applicable to the entire student bodies of the institutions. Because the respondents comprised about half those approached through a random sample, the figures are subject to skewing. If, for example, single females were more inclined to take time to fill out the questionnaire than married males, there would be a numerical tip toward the single females. The only statement that can be fully supported is that the numbers are those applicable to respondents in a sample that tried to be fully representative of the institutions.

Age

The median age of students at the University Center is 26.5, at Community College-North 22.8, at Community College-Auraria 22.6, and at Metro State 22.5.

Since the American undergraduate median is a bit under 20, the ages of the Auraria students are significantly above those of American college students as a whole. This is in line with expectations for urban colleges -- two of them quite new -- offering new opportunities to large numbers of people who had previously lacked access for a variety of reasons including money, motivation, distance, and particularly that searching of one's own desire that is prompted when the opportunity is present and often still when the opportunity does not make itself insistent.

It should also be noted that there are large numbers of older persons in attendance at all institutions. Students 30 years of age or older were 36 percent of the questionnaire respondents at the University Center, 29 percent at Community College-North, 22 percent at Community College-Auraria, and 21 percent at Metropolitan State College.

The University Center, with its graduate emphasis, offers no surprise here. But the relative positions of the branches and the state college are striking. By logic and tradition, the mass of students at 2-year colleges should be younger than those found at 4-year colleges. Nevertheless, this was not corroborated here and appears to be *prima facie* evidence that the community colleges of the Denver area are, in fact, doing what all community colleges are supposed in theory to do so, but so few have -- offer new opportunities and motivations to those who have been traditionally excluded from higher education.

Sex

In the sex distribution of the questionnaire sample, Metro State College is unusual since it resembles the residential college. Metro State's male population is 67 percent, a figure which is slightly higher than the percentage of males in all American colleges.

The other three institutions show a smaller percentage of males (but all within the 50's in percentage points) than Metro's, but in all cases these figures are greater than the percentage of females at the institutions.

Marital Status

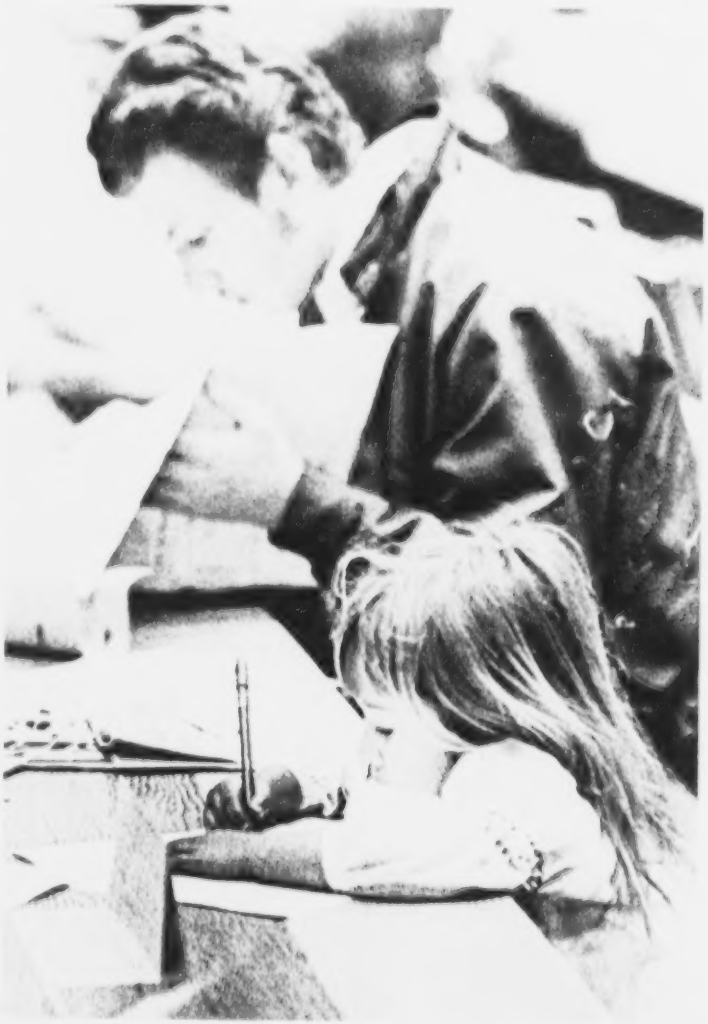
Correlating with its higher age, the University of Colorado Denver Center questionnaire sample showed a high proportion of married students - 62 percent married, compared with a range of 30 to 46 percent married at the other institutions. Cross-comparisons among the institutions, however, should not obscure the fact that all of them have very much higher proportions of married students than the American collegiate student body as a whole.

Although there is no immediately apparent reason, the figures for persons divorced, separated or widowed seem extraordinarily high at both Community College branches (17 percent at Auraria, 12 percent at North).

Ethnic Origin

Community College-Auraria shows, in its questionnaire respondents, an ethnic distribution consistent with its objective of reaching those who traditionally have not been participants in higher education. About 41 percent are of ethnic minority background. This can be compared to the population as a whole which contains a minority population of 15 percent in the metropolitan area and 25 percent in the city of Denver.

The two senior institutions show larger numbers of minority groups than in the American college



population as a whole but somewhat fewer percentage-wise than the city's makeup - 93 percent of the students at the University Center and 89 percent at the state college are white-majority.

Each of the institutions is very much committed to the concept of extending educational opportunity to a broad and representative range of students. However the thrust of the Community College and its programs suggest it would have a greater appeal to minority students, and this is borne out by the survey.

Parental Background

The survey indicates a socio-economic hierarchy making a sharp split between the senior institutions and the junior institutions. In general, students at the University Center have parents with highest socio-economic status, followed by students at Metropolitan State College. There is a considerable drop from this plateau to that occupied by parents of students at the two community branches.

Median parental income is as follows: $11,055 at the University Center; $10,450 at Metro State College; then down to $8,730 at the Auraria branch, and $8,850 at the North branch of the Community College. Much higher proportions of the parents of University Center students (23 percent) have high incomes - over $17,500 - than at the other three institutions. Conversely, both community college branches have low parent-incomes (under $7,500) in much greater proportion than the senior institutions.

Occupational distribution shows the same tendency. Almost two-thirds of fathers of the University Center students are in white-collar occupations, compared with some 50 percent at Metro State College, 40 percent at Community College-Auraria, and one-third at Community College-North. Conversely, both community colleges have higher proportions of fathers in blue-collar occupations.

In educational level of father, both Metro State College and the University Center have some 40 percent of students whose fathers have some college education. This drops to below 30 percent at one community college branch and below 20 percent at the other.

At the opposite end of the scale, students whose fathers did not complete high school, the percentages range from 51 at Community College-North and 38 percent at Community College-Auraria to 32 percent at the University Center and 30 percent at Metro State College.

Living Accomodations

More than half of the students at three institutions -- University Center, Metro State College, and Community College-North -- live in houses that are owned by them, by their families, or by whoever it is with whom they share living quarters. Students at Community College-Auraria are the only predominant renters, and a very high proportion of them rent apartments. In this respect they represent what has traditionally been the poorer, but at the same time appears to be the emerging Denver pattern. Conversely, students at the three other institutions represent the older and more affluent Denver pattern.

The number of students occupying rooming houses, which is somewhat typical at residential colleges, is quite small, with the exception of the University Center where 9 percent of the respondents indicated this type of living accomodation.

The proportions living with their spouse or own family seem high in comparison with the number married. For instance, at Community College-Auraria, 40 percent live with spouse/own family, while only 30 percent are married. Here another descriptor becomes of significance, both in explaining the apparent discrepancy and in pointing up another important characteristic of students. Another 17 percent of the students at this branch are divorced, separated, or widowed. Putting the two together indicates that a very high proportion of formerly married students living without a spouse have children living with them - and this necessarily imposes restraints on their lives as students.

Student Employment

The data reporting on student employment, reinforces previous impressions of the varying socio-economic characteristics of students of the institutions.

About the same proportion of students at all four institutions -- a little less than two of every three -- are employed. On the average the students worked less than full time: about 25 hours a week at Community College-Auraria, and 30 hours a week at the other three schools. Even though these hours represent less than full-time work, they are, nevertheless, a heavy work load. A student, for instance, who carries a full course load is expected to study and attend class about 45 hours a week. When 30 hours of working time is added to study and class time the total is 75 hours of committed time. If eight hours per night are excluded for sleeping, there are only 112 hours remaining in each week. Thus, a student who carries a full course load and works 30 hours per week only has 37 hours a week remaining for other activities such as commuting to work and school, eating and socializing. Therefore, a heavy work schedule precludes large numbers of these students from being full-time students.

While students at the four institutions work for roughly the same number of hours, their rate of pay is remarkably divergent. University Center students average $7,650 a year. Community College-North students are second with $4,232, Metro State College students third with $4,035, and Community College-

Auraria students last with a remarkably low average of $2,500 a year.

Academic Data

Very high proportions of students at all four institutions are transfer students - that is, they have been enrolled at some other college previously. This is to be expected at the University Center with its graduate emphasis. It is surprising at a 4-year college or a community college. (The high proportion of transfer students at Community College-Auraria might be explained by the fact that it just opened, and that large numbers of students transferred to it from other less conveniently located branches of the Community College of Denver. But this explanation in a unique situation does not explain equivalently the high numbers of transfers at the other community college branch or the 4-year college.) The hopeful interpretation is that the institutions are working as planned, giving another and better chance to many who found the going rough at extra-urban institutions for financial, academic, or other reasons.

Ninety percent or more of students at all institutions rank as Colorado residents under the yardsticks applied to students for tuition purposes.

In level of study, Metro State College shows the undergraduate emphasis expected, and the University Center a substantial but not overpowering emphasis on graduate study. Three and four percent of students at the Community College branches described themselves as graduate students. If their self-classification was accurate, the meaning of the word *community* is emphasized: these institutions offer many things for many segments of the community. The very high proportion of students classifying themselves as *special* (20 percent) at Community College-Auraria would also indicate a satisfying emphasis on courses and sequences needed by people for self-advancement quite aside from the traditional emphasis on degrees.

The credit hour data clearly shows that most students are part-time students, with jobs and other responsibilities. The University Center is lower in this respect than the other institutions, which reflects the fact that graduate students, of whom there are many at the University Center, take lighter credit hour loads than undergraduates.

Reason For Attendance

The reasons given by students responding to the questionnaire for their attendance at the particular institution are in some respects predictable, and in others intriguing.

Perhaps this reflects the judgment made, in drawing up the questionnaire, to lean to the pragmatic. This form gave students little scope for citing cultural or intellectual reasons, but tended instead to the practical, offering choices such as locational convenience, cost, and so on.

The specific reasons that students could check off for their choice of school were: inexpensive; near home; availability of special programs; friends attending; parents did not want me to leave home; convenient to work; reputation of institution; recommended by employer or community agency; high quality of a particular program or department; minimal entrance requirements; recommended by high school advisor; other.

Of these options, the relatively low cost (for Colorado residents) of attending the institutions was quite important for all, being cited as the "single most important reason for attendance" by about a third of the students at each institution except the University Center, where the percentage drops to less than a quarter.

University Center students are also quite out of line with the other students in marking "near home" as the single most important reason for attending - 26 percent of them, compared with 11 percent or less at the other institutions. Further, the University Center is the only institution with an appreciable selection of "convenient to work" as a very important reason - 15 percent of the response compared with less than 10 percent for all the other schools.

Remembering that the University Center is the only institution with a graduate program, the inference would appear to be that a great deal of graduate work is being done chiefly because the University of Colorado Denver Center is conveniently located for a large population. Accepting the position that graduate education is a desirable plus for society, the importance of, and demand for, having it available in the urban area is clear.

The distinction between the Auraria institutions is further illustrated in the high proportion of community college students who attend because of special programs (usually occupational) and the high proportion of senior college students who attend because of the quality of a program or department.

Degree Plans

Perhaps the single most important conclusion to be drawn from the statements of the students on the highest degree to which they attained is the practicality of the Community College students. Very substantial numbers of them aspired to a 2-year associate degree, or to a certificate of completion of a sequence of two years or less. The students at the Auraria branch show a much higher occupational bent, and those at the North branch a much higher parallel-liberal arts bent, but in both cases their desires fall within a framework of concentration on the less-than-four-year sequence.

Similarly, the great majority of students at Metro State College have an ambition for the bachelor degree and nothing more.

There is a surprising relationship at the University of Colorado Denver Center. Sixty-four percent of its students aspire to a bachelor degree - and this is exactly the percentage classified as undergraduate. Twenty-one percent of its students aspire to a higher degree - and this is but one percent removed from the percentage of graduate students.

Plans To Remain In Colorado

A majority of students at all institutions intend to remain in Colorado after completion of educational plans. The proportion is highest at the University Center, where students are older, more educationally advanced, and more rewardingly employed.

Cross-Tabulations By Sex

The preceding discussion of characteristics of students has been based on the entire sample of questionnaire respondents.

A cross-tabulation was also made of the principal characteristics displayed by female students and male students. A number of tables bearing on this appear in the supplementary volume.

Highlights of the cross-tabulation are as follows:

Age. Women are a bit younger than men at Metro, a bit older at the community college branches, and some two years older at the University Center.

Marital Status. The principal difference emerges in the proportions in the category *widowed-separated-divorced*, in which women hold a huge predominance: 14 percent of females and one percent of males at University Center; 28 percent of females and eight percent of males at Community College-Auraria; and 21 percent of females and five percent of males at Community College-North. Clearly, there are large numbers of once-married women returning to higher education as a step toward supporting themselves and/or their children, focusing particularly on the community colleges.

Employment. Typically, more men are employed than women, and they work longer hours. The percentages of males-females working are 69-56 at Metro, 78-46 at University Center, 62-63 at Community College-Auraria (an exception to the general rule), and 80-45 at Community College-North. The average hours worked, male and female, are 32-24 at Metro, 33-24 at University Center, 26-26 at Community College-Auraria (again, an anomaly), and 33-28 at Community College-North.

Income. No clear pattern is observable in income by sex. At two institutions, males make more while at the other two females make more. The median income, male-female, is: $4,230-$3,450 at Metro; $7,550-$7,620 at the University Center; $2,285-$3,010 at Community College-Auraria; $4,330-$3,750 at Community College-North.

Housing. There is no discernible pattern to living with family - either spouse and own family, or parents or relatives. The male-female percentages living in this type of arrangement are: Metro, 86-85; University Center, 92-78; Community College-Auraria, 63-78; Community College-North, 88-93. (The alternative is to live alone or with an unrelated roommate.)

III. Assessing The Use

The study reported on in this volume falls into three parts. The first part established the rationale -- that urban students commuting to a higher education center that will be distinctive and innovative in American higher education can be assumed to differ from the great raw model drawn from the millions of American college students who are busy at residential colleges located in small or medium-sized towns. The thesis (as laid out in Chapter 1) was that, to determine the non-academic services and facilities needed by such a distinctively urban student body, one had to look at both their characteristics and their use patterns and preferences.

Chapter II explored the characteristics of Auraria's student body, and found it to be indeed sharply different from the overall college pattern in such important particulars as age; employment; higher degree plans; numbers of married and once-married persons -- in a set of characteristics which imply personal responsibilities making these students quite unlike the young, relatively carefree population that can afford to be full-time, college-oriented students.

This third chapter explores the remaining questions: within the range of possible non-academic facilities and services (most of which have been drawn from the model of the residential college), what do Auraria students use now? And what do they think they would use, were such facilities available?

Following the format of the questionnaire, these potential facilities and services are presented in nine groupings: study facilities; eating facilities; health-recreation facilities; transportation and parking; student services; health services; school-sponsored events; housing; and general service facilities.

Study Facilities

Since study, with class attendance, is the defining activity of the college student, adequate provision for its effective pursuit is a *sine qua non* of any productive college environment. For the commuter institution, assuring favorable study conditions takes on particular importance as a means of offsetting, at least in part, the effect of competing demands on the student's time. Yet these same demands make doing so particularly difficult: In estimating the need for on-campus study facilities, the commuter college must make allowance for the extent to which student study patterns are determined by the ways in which students must parcel out their time, and are therefore not readily modifiable through facilitating physical arrangements on campus.

At the Auraria institutions*, for example, students not only tend to carry a minimum number of credit hours (an average of 12 at Metro and University Center, 9 at Community College-Auraria), but also spend relatively little time on campus when not in class. Two-thirds attempt to fit their classes around their jobs or family obligations, and half also try to schedule classes consecutively - apparently in an effort to have as little "leftover" time at school as possible.

As a result, students at Metro and Community College-Auraria spend an average of only seven hours on campus apart from actual class time, and University Center students, with generally fewer class hours, reduce this to four hours. Of these hours, the Metro and Auraria branch students report spending four studying, the University Center students three. But since the total at-school, not-in-class time in no case adds up to as much as two hours in a usual class day, it is probable that this study is casual for the most part, squeezed into odd moments between classes or over a snack, and that none of the campuses can at present be considered an important locus for study.

Much more study time is spent at home, and a small amount elsewhere off campus - together thirteen hours a week for students at Metro and University Center, ten hours for those at Community College-Auraria. However, the significance of the rather

*Although data from the North branch of the Community College was included in the discussion of student characteristics to provide perspective on students attending the newly-opened Auraria branch, it is omitted here as being less relevant to physical planning for the institutions comprising the Auraria Higher Education Center.

minor role of on-campus study is perhaps better weighed in the context of the total time allocated for study: a combined average of 15 hours per week for full-time degree students. Even taking into account the light average credit hour loads, this is very little when measured against the rule-of-thumb standard of two hour's preparation for each hour of class.

That the students themselves are well aware of this is suggested by the fact that only 40 percent consider their study time sufficient. Asked to designate particular activities which seriously conflict with study, a third of Metro's students cited work, and another third household/family duties or child care. University Center's higher proportion of married students is reflected in the 42 percent who reported that home responsibilities cut into their study time, though here too a third of the sample attributed insufficient study time to job conflicts. At Community College-Auraria, however, where both the average number of hours students work and the proportion of married students are less than at the other two institutions, only 22 percent indicated that work interferes with their study, and 27 percent noted conflicts with domestic obligations or child care.

In the face of the presumably unavoidable incursions of home and office on their students' time -- and the further incursions of an additional 12 hours a week typically consumed by commuting and by participation in various school and non-school organizations and activities -- the Auraria institutions might be justified in viewing the number of hours students spend in study, however inadequate, as a circumstances beyond their control - particularly since so few of those hours are spent on campus

However, there are variations within the sample which suggest that some students are more equal than others in the matter of conflicting responsibilities. As might be expected, married students generally report the greatest degree of class schedule and study conflicts with both work and family obligations, men emphasizing conflicts with work, and women with domestic duties and child care. (University Center is an exception to this rule, with single students reporting more conflict between study time and work than do married students, and women and men in equal numbers citing household duties as a cause of insufficient study time.) There is, then, a sizable pool -- roughly corresponding to the proportion of single students at each institution -- of students whose problems of time allocations are not so severe as to wholly discourage their increased use of school study facilities (and other extra-academic facilities) were they available.

This possibility is borne out by the students' evaluation of their home study conditions, for despite the great disparity between study time spent at home and at school, some 43 percent of the combined sample rated their home study conditions fair to very poor, and presumably might prefer to spend more of their study time under better conditions elsewhere - if such a place existed.

That there is for all practical purposes no effective "elsewhere" at present is seen in the evaluation of school study facilities. Forty percent of the University Center students, 30 percent of Metro students, and almost a fourth of Community College-Auraria students do not use school study facilities at all; and of those who do, only a quarter of Metro and the Auraria branch students and 14 percent of University Center students report being satisfied with them.

Examining the combined roster of specific complaints, it would appear that existing facilities are substantially satisfactory only in respect to lighting - "bad lighting" being singled out as an applicable condition by only 8 percent of the sample. The predominant complaints were "too crowded" and "too noisy," each of which drew mention from more than a third of the Metro and University Center students, though this differed markedly at Community College-Auraria where "too crowded" was noted by only 12 percent of the students - but "too noisy" by almost 60 percent. (This directly reflects conditions in the primary study space, the library or Learning Materials Center, which is a space similar to a large classroom where films and lectures take place concurrently with study).

Other significant complaints, each reported by roughly a quarter of the combined sample, were "not enough variety" and "inadequate materials," the latter being a particular problem at Community College-Auraria where it was mentioned by over a third of the students. Similarly, "inconvenient location" was singled out by 20 percent of Metro students, who on other items evidenced a somewhat lesser degree of dissatisfaction than students at the other two schools.

The practical results of this evaluation -- which reflects deficiencies of quantity as well as quality in existing study facilities -- are seen in the survey findings concerning places other than at home which students now use for study. Of a lengthy list of possible places, drawn up on the basis of observation, the only place not reported as being used by at least 10 percent of the students at at least one of the schools was the sidewalk. Perhaps more significant, though, are the relatively large percentages of students who study in areas at school not specifically designated for that purpose, as against the low proportion who use formal study spaces other than the library, which itself is used for study by only half the students.

Although relative emphasis on various study sites varies from school to school in accordance with available facilities, the number of students who use such designated study spaces as labs or workshops, study rooms outside the library, or study labs is by and large considerably less than the number who study in empty classrooms, lounges, school eating facilities, and even hallways. Only at Community College-Auraria do designated school study spaces, which are used by a combined total of 43 percent, compete with those that are incidental, largely because of the emphasis on faculty-assisted study labs. The extreme opposite occurs at University Center where the combined total of students using any designated on-campus study space is less than 20 percent, even though the use of informal school areas for study is comparable to that at the other institutions.

In all cases, the disproportionate use of incidental spaces for study can be readily explained by the insufficiency of more formal study facilities. At Metro, for example, study areas outside the library are few and scattered; at Community College-Auraria, they are limited to two study labs, while at University Center, the only such space -- the lounge -- doubles as lunchroom.

Off-campus, almost 30 percent of the students at all three schools use public libraries and another 30 percent study at work, with studying while travelling in bus or car and studying at a friend's or relative's home each reported by 18 percent.

The position of school study facilities in the student hierarchy which is suggested by the combined average of 10 hours per week spent studying at home, two hours per week elsewhere, and four hours per week at school is confirmed by the responses given when students were asked to indicate by order of priority the three places other than at home in which they spend the *most* time studying. At all three schools, the highest priority in amount of time spent (a combined response of 26 percent) was given the school library. This response rises to a third at University Center, reflecting the school's higher proportion of graduate students and uppergraduates, and drops to 20 percent at Community College-Auraria, presumably as a result of the greater use there of school study facilities other than the library.

Among the study places given first priority by more than 10 percent of students, work ranked second, being given as the most used study place apart from home by 16 percent of the students at each institution, the consistency here corresponding to the consistency in the percentages of students employed.

Third ranking among first priority study places varies somewhat by institution, although empty classrooms, reported as the most used single study place by over 10 percent of students at all three institutions, rank third overall, with Metro students giving the lowest response at 10 percent and Community College-Auraria students the highest at 12 percent.

Within individual institutional rankings, as compared to the combined total, the Auraria branch places "other library" third among most used study places (13 percent) - possibly because of the school's proximity to the main public library - while Metro students give third rank to friends' or relatives' homes (11 percent).

Moving to second priority study places, a similar rank ordering applies, the school library being most often mentioned as the second-most-used study place by students at all three institutions (Auraria branch, 23 percent; University Center, 21 percent; Metro, 16 percent), with "other library" and empty classroom close behind at combined percentages of 15 and 13 percent respectively. Within institutions, the only notable exception is University Center, where the school lounge (16 percent) is second among second priority rankings.

Among third priority study places, the ranking differs still more by institution, although the school

library is again first in order in the combined total at 14 percent. Within institutions, the rank order of study places given third priority by more than 10 percent of students is as follows: Metro - *school library, restaurant near school, empty classroom;* University Center - *school library, empty classroom, school eating facility;* Community College-Auraria - *school eating facility, traveling, friend's/relative's home, empty classroom.*

As might be expected, priorities given to study places other than at home vary significantly with the student's marital status, as does the relative proportion of total study time spent at home as opposed to at school and elsewhere, single students consistently spending less of their total study time at home than do married students. Married students, on the other hand, tend to spend more of their *not-at-home* study time at school than elsewhere, a circumstance which also affects the priorities cited by the two groups.

When the data on places most used for study (other than at home) is broken down by marital status, the school library is again the most-used place, being cited by roughly equal numbers of single and married students at Metro and University Center. Community College-Auraria, however, is a notable exception to this pattern: there, 30 percent of the married students but only 12 percent of the single students report spending most of their *not-at-home* study time in the school library.

Taken as a whole, perhaps the most noteworthy aspect of the relative priorities given *not-at-home* places most used for study is the extreme narrowing down from the wide variety of study places which students indicated they use at least occasionally. (This is particularly striking in view of the importance to single students of studying at a friend's or relative's home, which as a form of at-home study in effect tends to close the gap between the predominance of at-home study on the part of single versus married students.)

The obvious implication is that while students are inclined to study in virtually any place they find themselves or can find, the viable on-campus options now open to them are severely restricted at all three institutions. Few of the places now used - and fewer of those most used - can properly be considered study facilities as such, whether formal or informal, the sole exceptions being libraries, lounges, and study rooms or labs. Thus when students were asked to indicate the relative importance "if available" of a range of study facilities essentially drawn from these categories, they necessarily responded on the basis of limited experience with the generally inadequate facilities presently available.

Despite this -- or perhaps because of it -- students at all three schools placed a surprisingly high degree of importance on virtually all of the new, if

hypothetical, options proposed in the questionnaire. Of the fourteen study facilities posited, only one - lounges with TV - was rated highly important by less than 10 percent of the combined sample, and only five by less than 20 percent.

Overall, the percentage of students rating the various facilities as highly important was significantly greater at Community College-Auraria than at the other two schools, which may reflect its higher proportion of first-time students and the makeshift quality of its start-up facilities. Apart from this, however, only minor variations occur among the three schools in the rank ordering of facilities -- notably the greater importance placed on carrels at the Auraria branch and University Center where they ranked third and fourth respectively, as compared to Metro where they ranked sixth.

Predictably, in light of the present significance of libraries as study places, students at all three schools placed reserve/reference rooms and study rooms among the first four facilities in order of importance, the other facilities in this bracket being assisted-study labs and carrels in the case of Community College-Auraria and University Center, and departmental labs or shops in the case of Metro. Allowing for the Metro students' reversal of the rank order of carrels and departmental labs, the next significant grouping in all cases included less formal, curriculum-oriented facilities - departmental lounges as well as departmental labs or shops, and study lounges - followed at each institution by typing rooms and language labs. The least formal (lounges with periodicals and music) and most curriculum-bound (music listening booths and calculator machine rooms) facilities were rated highly important by less than 20 percent but more than 10 percent of students at Metro and University Center, whereas at Community College-Auraria, as noted, *all* facilities except the TV lounge were rated highly important by more than 20 percent of the respondents.

Eating Facilities

Perhaps the largest mistake made by traditional residential colleges has been to consider food facilities as merely the way to provide a dietetically-approved mass and mix of food and drink.

The truth is that students, like their elders, make a variety of uses of food and drink, and of those places in which food and drink are served. They are used as an antidote to hunger and thirst, true. But they are also used for socializing with other students; for study - especially group study; for meeting with faculty; for games, for waiting for the next happening, such as a class; for general relaxing; even, occasionally, for sleeping.

At a commuter institution, these other uses are

particularly important relative to eating because commuter students are more likely to eat at home or just grab a quick sandwich before class, whereas there are fewer places for these other activities than on a residential campus. They are less likely to meet other students or faculty, or have classes in their own or faculty members' homes because they do not live near the campus.

(It is important to note that the study showed the peak use of eating facilities did not correspond with what is generally thought of as meal time, but with class schedules. The determinant appears to be less the growling of the stomach than the tolling of the campus clock.)

At first glance, the questionnaire data seems to indicate that students are only interested in the bare necessities. The highest percentage of students chose vending machines as the most important item. However, given the existing facilities and the variety of uses of eating facilities, the data becomes more interesting. At present the University Center and the Community College do not even supply the bare essentials in eating facilities. At several times during the day the cafeteria and lunchroom are filled beyond capacity. A student who does not come early is forced to stand in the hallway or lobby. Given this situation, it is not surprising that students consider the bare essentials to be most important.

Keeping all contingencies in mind and looking at the data as a whole, several conclusions can be drawn. All the items except the banquet/dining room were considered highly important by a significant proportion of the total sample (15 was the lowest percentage). At all three institutions students preferred that facilities be small in capacity. In terms of location they preferred that there be some central and some dispersed. And finally, students at all three institutions indicated that they would use all the facilities except the banquet/dining room quite frequently. This information indicated that students want a variety of small eating spaces with capacities of less than 100 people and in most cases of less than 50 people, and they want them in a number of places throughout the campus. The desire for variety in connection with the other considerations outlined above would also indicate that students want multi-use facilities where they can eat or study or meet in the same place and at the same time.

Health-Recreation Facilities

A central point in evaluation of student response on use of, and preference for, various health-recreation facilities is that none of the three institutions, in its present setting, has any significant facilities. Hence the question is more in the nature of a shopping list than a probe of present use.

Laid against this, however, is the fact that 60 percent of students at University Center, and Community College-Auraria, and 40 percent of students at Metro State, report that they now use health-recreation facilities off-campus.

This is a high order of interest, and bolsters the significance of preference for different types of facilities. In rank ordering overall, gymnasium, swimming pool, and outdoor lounge-meeting areas come first; indoor and outdoor courts, indoor games, and sauna come next; playing fields, skating rink, and bowling alleys come last.

The same responses were given when students were asked to narrow their preferences to the single most important facility, with first priority at Metro going to outdoor lounge-meeting place; at University Center to the swimming pool; and to the gym at Community College-Auraria. Again, there is a surprisingly abrupt drop - in this case, more than 10 percentage points - from the top-rated facilities to the fourth - indoor games, which was ranked most important by only 7 percent of the combined sample.

At all three institutions, twice as many men as women considered the gym the most important of the options presented, but this ratio was reversed for the other top priority facilities, women preferring outdoor lounge space and a swimming pool by considerable margins over men, with the single exception of University Center, where as many men as women gave first priority to the swimming pool.

Differences in the rankings made by married and single students were insignificant for the most part, and where they occurred were largely explainable on the basis of the relative numbers of women and men in each marital category at the respective schools. Single students, however, did indicate a decidedly greater preference, for the outdoor lounge and meeting spaces than did married students, which probably reflects the somewhat greater amount of time they spend at school.

It should be noted that a gymnasium, generally speaking, is something of a portmanteau facility which can mean different things to different people, and may for some of the respondents have been associated with types of activities that could equally well be accommodated in another setting. With this in mind, it would seem that students on the whole prefer the individual and informal forms of recreation to those requiring more organization or more elaborate facilities.

Although a third to a half of the students surveyed expressed no preference as to location of the various proposed facilities, those who did quite logically opted for one central location in the case of the gymnasium and swimming pool and several dispersed sites in the case of outdoor lounge space. For all other facilities, several were preferred, either in a central location or dispersed, over a single central facility.

Parking and Transportation

Since Denver - for the present at least - cannot boast quite the sprawl and traffic congestion common to more populous urban centers, students attending the Auraria institutions spend somewhat less time commuting than do many of their counterparts elsewhere, averaging less than an hour in a usual class day in traveling to and from school - and finding a parking place when they get there.

Even so, the necessary trip is a significant and

complicating factor in their already crowded schedules. When the time it consumes is combined with time spent commuting for other purposes (usually work), the total weekly commuting time approaches the amount spent at school when not in class, and surpasses that spent in studying at school. Thus convenience of transportation may in a sense be a determinant of the students' ability to pursue on-campus activities.

At present, more than three-fourths of the students travel to school by private car, all but a few as driver rather than passenger. The bus is the only other means of transportation used by a significant number of students (about 11 percent), although some Metro and Community College students walk and a tiny proportion bicycle.

In view of this pattern, it is hardly surprising that the overwhelming majority (over 80 percent) consider parking within walking distance of campus highly important. It is, however, surprising that over half of the students also consider public transit and shuttle bus services highly important.

The enthusiasm for modes of transportation other than a private car driven to a parking space on the campus doorstep wanes noticeably when the choice narrows to the single most important parking-transportation facility. Men at all three schools and married students at both University Center and Community College-Auraria ranked near-campus parking more important than did single students or women, which may reflect their greater need for ready mobility between school and job. (At Metro, the patterns cited by married and single students reversed this pattern.) Overall, however, the number of students who give parking adjacent to the campus top priority is markedly less than the number who now drive, and by the same token, the number who rank public transit most important is twice the number who now commute by bus. (Less than 10 percent gave top priority to either of the proposals involving shuttle service.)

Thus it would appear that the students' addiction to the automobile is neither wholly voluntary nor hopelessly incurable, and that a sizable proportion would entertain other viable alternatives if they were available -- or if increasing problems with parking or traffic made them appear more viable relative to the private car.

General Service Facilities

To the student, the bookstore is the general store. He not only gets his books there but his sundries ranging from Beethoven sweatshirts through record albums to snacks. This clearly shows up in the questionnaire returns on generalized student service facilities, the bookstore being that facility a majority of students recognize that they need.

At the other end of the scale are the generally available commercial services - laundry and dry cleaning, barber and beauty shop, and the like. Apparently the students are used to getting these services elsewhere, so they report a small desire to have them available within their college setting. Over against this, however, one should set the fact that colleges typically have such services close to them. The entrepreneurs think the students will want such services close at hand, and take the gamble of providing them, and in many cases, it would seem, their gamble is rewarded. The point is that a student's abstract recognition of need for a service does not necessarily correlate very closely with what he will actually do if the service is available close to his college.

The demand for a message center is instructive. More than 40 percent of the Metro State students say they regard this as highly important, and about one-fourth of the students at the other schools. Metro is, of course, the most geographically scattered now, with multiple rented buildings and no real heart. Hence its stated need for a message center may be a response to the conditions under which its students now live.

Finally, the danger of underestimating a real demand because relatively few students express it ought to be avoided. Sleeping facilities represent such a situation: some 11 percent of the combined student bodies regard as highly important a place where they can drop in for a nap between classes or between school and work, or can spend an occasional night. Because it is only 11 percent, it may appear to be negligible. But if carried forward, this innocent-appearing figure would mean that some 3,580 students

might like to have a place for a nap by about 1976, and this is a number even the biggest hotel would blanch at.

Health Services

Students showed quite a high demand for health services. Because they were given a fairly large number of choices, some of them mutually contradictory, those opting for a particular service generally fell between one-fourth and one-third of the combined student body. Yet when the choices are grouped logically, the desire for them is overwhelming. Thus the on-campus presence of a physician to meet physical problems can be equated with three choices - minimal medical availability, outpatient clinic, and clinic/small hospital. Each of these had about one-third of students naming it as highly important; taken together, they show that 99 percent of students think having some version of this on-campus medical health service important.

Interestingly, in every category the students at Community College-Auraria - who, as has been demonstrated, are the economically poorest of the student bodies to be gathered at Auraria - have the highest demand for health services.

Student Services

Auraria students have a very deep-rooted desire for those student services that may be classified as general - essentially, counseling and assistance services of various kinds. This is made quite clear in the data which reports on the percentages of students classifying various services as highly important. Almost all are considered highly important by either a majority or a very significant minority of students.

Especially noteworthy in this connection is the fact that, in category after category, students at Community College-Auraria consider the services more important than students at the other two institutions. This should be read in the context, established in Chapter II, that these are for the most part the new participants in higher education - poorer and higher in minority ethnic representation than the other two student bodies. They feel a need, apparently, for anything that can possibly help them succeed.

Supplementary volume tables make it clear that, though Auraria students want these services, they want other things much more - such as study facilities and parking. This emphasizes their pragmatic nature, which is a recurrent theme of this report. Given a choice among competing goods, they will invariably choose those that lead most directly to their goals of success in school and success later on the job.

Apparently students were reacting to a situation in which even the most crucial facilities of urban higher education - e.g., library, study, and transportation - are very limited. This creates an attitude on

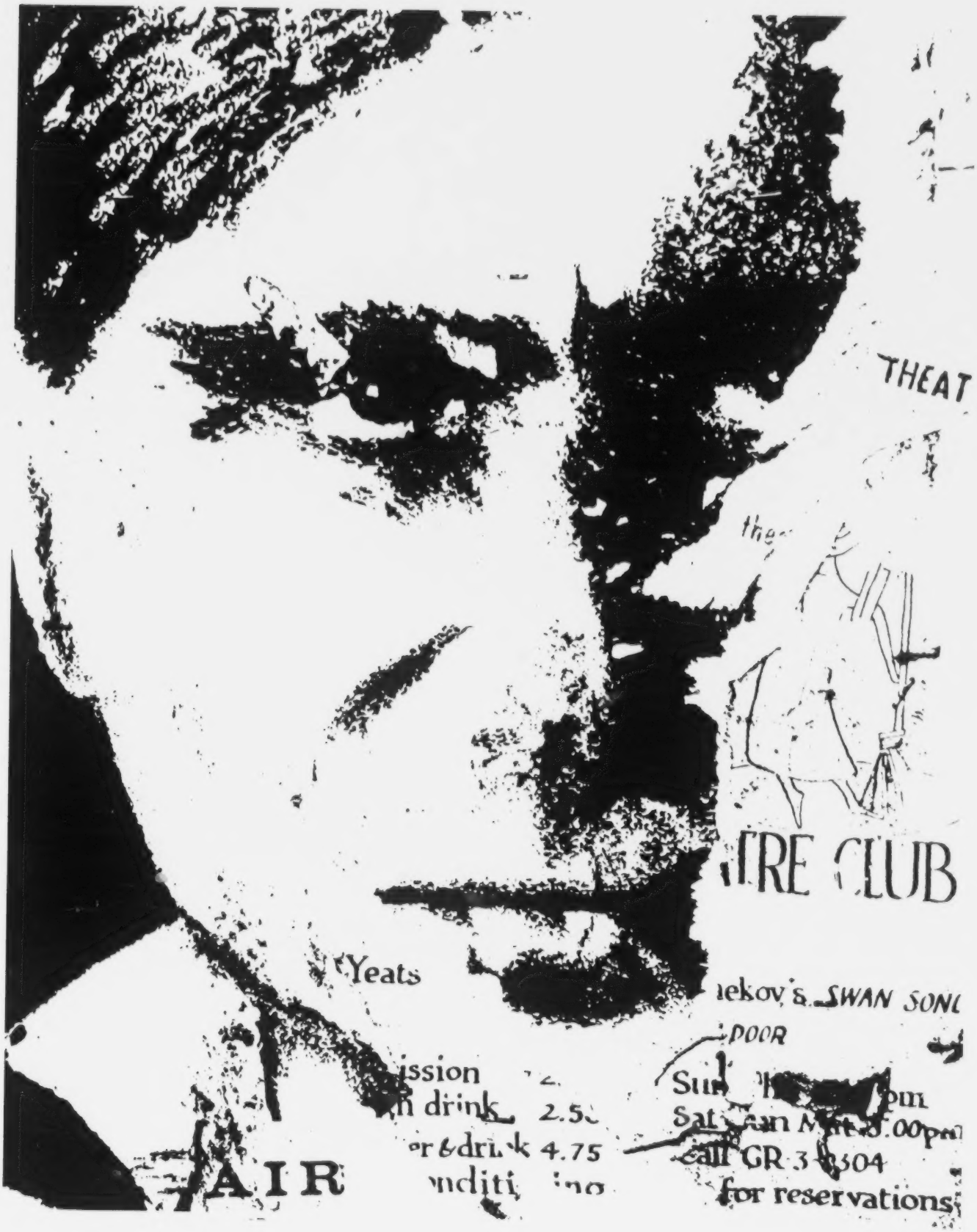
the part of students such that the need for the most basic facilities so overshadows anything else that they seem unusually unconcerned about less basic facilities and services. In addition, there were frequent complaints from students at the discussion sessions that financial aid, counseling, tutoring, job placement, career counseling and academic counselling are inadequate at the present time. Combined with the view of many older students that the *in loco parentis* status of the university should not apply to them, this inadequacy has generated a feeling on the part of students that it is either not the function or not within the capacity of a university to perform these services. Finally, and perhaps most important, the percentages of students who would use and consider many of the items (financial aid information, career counseling, curriculum counseling, job placement, and crisis center) important make providing those services feasible on a shared basis, and, in most cases, institutionally.

School-Sponsored Events

The general interest in school-sponsored cultural events is low, in percentage terms. But this must be read in context. The interest in such events at traditional residential colleges is also low in percentage terms, yet many of them support series of such events because of the deep interest of the relatively few. Further, the interest of more than one-fifth the combined student body of such a large entity as the Auraria Higher Education Center means that thousands of students are a potential audience for such presentations as plays, movies, art exhibits, lectures and readings, the dance, and music.

It should also be borne in mind, however, that this is an urban commuting student body. Its members are not restricted to what the colleges can provide for them, but have a large and reasonably culturally active city in which to dip.

Attention should be directed to the extraordinary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interest in cultural activities shown by the Community College-Auraria students. Again, these are the new and non-traditional participants in higher education. The evidence is clear that they are hungry for experience. The challenge is great to provide them with a richness of experience that will reward their courage in wading into cultural-educational waters that their predecessors did not venture to essay.

Housing

Half the responding students rated housing on or near campus as being highly important. The percentage was lowest at the University Center, whose students are oldest, best established occupationally, and most inclined to be home-owners, but even among this relatively select group, some 28 percent wanted near- or on-campus housing. Though analysis of residence patterns indicates that the students of Community College-Auraria are inclined to live close to their school, 81 percent of this student body thought that dormitories or apartments on or near campus were highly important.

By a substantial majority, students at the three institutions believed that such on- or near-campus housing ought to be run by student cooperatives. The second largest body of opinion was that such housing ought to be commercially operated, while the vote for college-administered housing ran a poor third.

These findings both substantiate and challenge

the assumption that the Auraria Higher Education Center will not provide housing for students.

They make it apparent that, willy-nilly, there will be a tremendous demand for student housing in the immediate vicinity of the Center. This poses a real danger. Many American colleges, including residential colleges, are surrounded by appalling housing - instant slums - either constructed expressly for the student market or modified for students without back-and-forth dealings with the college. The college doesn't want to sully its hands with any kind of dealing with private, profit-making enterprise: the entrepreneurs, fearful that the college with which they cannot deal will make decisions that cut them out of their share of the market, come in as cheaply as they can. The typical result is bad (and sometimes dangerous) housing ringing the campus - there because of the laws of supply and demand, used by students who either cannot or prefer not to live in housing provided or blessed by the college.

On the other hand, there is clear indication that Auraria students - urban students - do not want the constraints of *in loco parentis*, of parietal rules, of dorm checks and hours, long identified with college housing. (The students of traditional residential colleges have also been proving of late that they don't want this kind of constraint either but this is another matter.)

Although the overwhelming choice of students wanting housing near Auraria is for student-run lodgings, this is not Scandinavia, where such arrangements are the rule. The student co-ops can hardly be expected to emerge without some help from the colleges.

This presents a dilemma. On the one horn is the apparent conclusion that large numbers of students will move to lodgings close to the campus. On the other horn is the history-based assumption that such housing will encircle Auraria with instant slums. The question is whether those responsible for the development of the Auraria Higher Education Center can establish those delicate relationships with commercial enterprises and with still unborn student cooperative groups that will fill the need for housing without destroying the ambience of the near-campus area.

IV. Drawing Tentative Conclusions

The purpose of the study project was to provide planners of the Auraria Higher Education Center with insights and guidelines on which to base their decisions on the provisions of non-academic services and facilities.

Broad Conclusions

These are the chief broad conclusions of the study:

1. The Auraria student body, present and projected, is quite sharply different from the student body of the traditional, non-urban-residential college.
2. The Auraria students recognize their different nature and different needs in some respects, but in others they are inclined to blur their distinctive urban, commuting student needs into a conventional generalized picture of the "college student."
3. Planners have therefore a reasonably solid base of knowledge of the characteristics of these students, but a less solid base of knowledge of their needs in non-academic areas, this base being vitiated by the modest requests, and the generalized pictures of the students.
4. Planners therefore have reason to proceed incrementally with the provision of non-academic services and facilities, providing first those that are most urgently needed by reason of both logic and stated student preference, and proceeding in cautious phases to others lower in the clear-need, known-need hierarchy.

To return to the starting point, the first task of creating a student body has been accomplished; the time is at hand for the second task - making the environment in which the student body can flourish.

The first shaper of this non-academic environment will be institutional policy, based on the view of the educational importance of the activities these services and facilities are to support. And simple prudence suggests that a second shaper of environment be an informed judgment of the extent to which activities the colleges consider desirable can in fact be encouraged by facilitating environmental arrangements, as against the extent to which the student's out-of-class experience is determined by circumstances beyond the institution's control.

The Spectrum Of Services

This judgment becomes more critical as institutional policy inclines along the spectrum of possibilities from the provision of simple necessities (parking) to the introduction of conveniences (food service) and even amenities (social and recreational facilities). Since student use of these latter is optional, it is particularly hard to predict the demand for them with certainty. But whatever the stopping point on the policy spectrum, the best available starting point for making the judgments required to implement a chosen policy is a thorough knowledge of the students to whom it is directed; who they are; how and where they now pursue school-related activities; and what future provisions for such activities they believe to be necessary or valuable. Even the decision to provide only the most basic necessities in the area of student services implies knowing first what basics are indeed necessary - and to whom.

This study has attempted to ferret out just such information about the students now attending the three schools which make up the Auraria Higher Education Center. The preceding sections detail the results, drawing comparative profiles of the students at each institution based on their personal and situational characteristics, then setting forth the data amassed on their present and potential use of selected facilities and services. However, in drawing inferences for planning from this data, particularly as as it suggests future needs, account should be taken of several considerations which tend to cloud the crystal ball.

The most obvious of these clouds lies simply in the limitations inherent in any predictive method which draws heavily on student projections of their preferences and priorities into a hypothetical situation, or even an extrapolation from present use patterns to future ones. Granted that students are prob-

ably the most knowledgeable authorities on their own needs and expectations who can be found, they can be wrong. The importance they attach to one facility as against another, for example, is necessarily limited by their knowledge of, or ability to envision, physical circumstances other than those they presently experience. And by the same token such objective data as student reports of their current activities, to say nothing of their estimates of use of facilities not now available, are certainly influenced - and probably greatly - by the nature of the facilities that now are available to them.

The second of these clouds is the modesty of vision to which major attention has previously been directed. It appears probable that in their concentration on their most immediate needs, which they see as getting those courses from that kind of faculty in that academic area which will most directly fit them for the jobs they seek, students underestimate the utility and even the necessity of other kinds of services and facilities.

If so, too literal a reading of the preference data could lure the Auraria planners into the trap of badly underestimating the real demand for extra-academic facilities and services -- a snare as potentially destructive to the viability of the Higher Education Center as its converse of over planning for aspects of campus life for which the student clientele simply lack time or inclination.

In striking a reasonable balance of supply and demand in planning for student services, however, several related factors may enter the equation, among them the possibility that supply itself may generate demand. Although experience is limited - or at any rate largely unsung in the sparse literature on commuting students and the institutions they attend - what there is suggests that, at least up to a point, improvement or enlargement of student service facilities does evoke a corresponding increase in student use. In this regard, one of the more thoughtful of the relevant studies, an investigation carried out at Wayne State University*, is suggestive. Conducted to explore facilities which might "*provide the commuting student an environment in which he would receive a total education comparable to that of the resident student,*" the study acknowledges the difficulty of precisely predicting future use patterns from student responses given within a familiar context, but concludes that "*Use patterns are certain to change with the introduction of new facilities...*" and urges "*careful observation of the use of new facilities to determine criteria for subsequent quantities and design modifications.*"

Phased Development

Accepting this conclusion, the Auraria institutions, should they opt to pursue a similar aim, will be able to hedge against the uncertainties of predicting demand for student services simply by taking advantage of the necessarily moderate pace of their phased development. Given enough flexibility in long range planning for each institution and the total complex, extra-academic facilities can be introduced gradually and thoroughly test-marketed at each increment before proceeding to the next. With accompanying changes in use patterns, as well as shifts in size or composition of the student bodies, thus assessed in advance of any commitment to expand student services or to augment them with new ones -- and with the virtual certainty of rapidly increasing enrollments to take up any slack occurring in early planning phases -- the likelihood of overestimating the market becomes very small.

At the same time, such early trial runs could be helpful in anticipating how the presence or absence of various types of on-campus facilities and services may affect the mutual development of the Higher Education Center and the surrounding city. Since nature abhors a vacuum, such clear needs of students as are not met by the institutions they attend will be met elsewhere - when possible, as a casual glance at the fringes of any sizable urban campus will show, close at hand. (For the Auraria institutions, even on their present scattered sites, the demand for parking and eating places offers conspicuous examples of the impingement of college on community.)

The resulting town-gown symbiosis is often destructive to the fabric of town and gown alike; if controlled, it can equally be enriching to both. Given the nature and location of the Higher Education Center, the difference may lie in predetermining, along with other factors which affect the range of on-campus facilities and services provided, where else a given need may be met. Can or should, for example, local off-campus eateries assuage the appetite for hamburgers among a suddenly descending horde of several thousand hungry students?

Yet another side benefit of planning student service facilities incrementally, from a base of demonstrated need, is the opportunity for gradually refining the combined product so that it can finally meet not only the gross demands evidenced by the "average" student consumer but the more particular needs of the individuals and groups who make up the average. For while words like "average" and "typical" are useful abstractions, students are not abstractions but people.

In the case of the Higher Education Center, generalizations from a statistical norm are triply misleading. Together, the three schools draw a yeasty mix of students whose diversity rivals that of the urban population as a whole. But they do not all draw equally from all segments of that population, each tending instead to attract those students from each segment whose educational background and aims are most nearly consonant with its special educational mission. As a result, the three are quite different, not only in their respective roles within the metropolitan area's higher education system, but in the publics they serve. Viewed compositely, each institution's student population is distinctive enough in its overall characteristics, and in the needs and expectations associated with them, to suggest corresponding distinctions in the nature and extent of student services provided.

*Richard Ward & Theodore Kurz, A.I.A., "The Commuting Student: A Study of Facilities at Wayne State University," Detroit, 1969.

When the three student bodies are examined more closely, however, differences within them emerge which may be fully as suggestive for planning as the differences among them, for each harbors sizable minority groups of students who in such important characteristics as age, marital status, and degree-credit standing differ substantially from the institutional norm. Moreover, these subgroups in many respects tend to resemble similar subgroups at the other institutions more closely than other subgroups within their own college.

Thus to base planning on the extra-academic needs - probably minimal - of a "median" student who happens to be a 24-year old married man who holds down two part-time jobs while carrying a full credit-hour load may be to neglect the quite different needs of his fellow student who happens to be a single girl of 18 who lives with her parents, shelves books in the library a few hours a week, and looks wistfully for the full social and intellectual life she hoped to find at college.

The insistence on a high degree of institutional autonomy and a heightening rather than blurring of each school's unique identity is a cornerstone of the Auraria concept. But so is the conviction that each can benefit from its geographic proximity to the others and the pooling of resources thus encouraged, the whole being finally greater than the sum of its parts.

The proposal for shared facilities flows logically from these premises: what the schools can do best singly, they will do singly; what they can do better jointly, will be done jointly. From this standpoint, the rich diversity of students who will populate the Auraria Higher Education Center -- their resemblances and differences among and within institutions -- presents a peculiar challenge in the sense that the goal of fostering the student's sense of identification with the particular school he attends may in some degree be at odds with the corollary goal of providing optimum service to each of the many dissimilar individuals and groups who will make up the Center as a whole.

Here too, however, the key to reconciling such conflict as may exist between these goals may lie with the scale of the total complex in relation to the institutions comprising it. For while many aspects of extra-academic need will logically be met by the

separate institutions, it is their combined populations and the sharing of facilities -- possibly to a yet greater extent than now contemplated -- that open the way to providing facilities and services in enough variety to meet the peculiar needs of subgroups within the three student bodies, and to supporting amenities which on the basis of potential use could not be justified by any of the institutions alone.

In the early phases of the project, majority rule may be the only practical expedient - and indeed, drawing on a pooled market may at first be necessary even to meet the obvious needs of the majority of students who are in most respects "typical." As enrollments approach critical mass, though, opportunities will arise for expanding the range of facilities and services to include those of particular importance to only a minority of students or those which most students would only use infrequently, especially such potentially self-supporting, quasi-commercial enterprises as food service, certain kinds of recreational facilities, and perhaps shops. It might, for example, be difficult for Metro to support, say, a rathskellar patronized regularly by only 15 percent of its planned enrollment, but considerably less difficult for the Center as a whole with almost twice the population; support might even be generated for several beer-and-pretzel spots of differing character.

Overriding Considerations

In interpreting the largely statistical results of the study, then -- and particularly in drawing from it implications for space programming -- several more subjective considerations appear to be overriding.

1. Despite the limitations that competing obligations place on the commuting student's ability to participate in campus life as it is commonly experienced by the resident student, his need for facilities and services supportive of extra-academic pursuits may be considerably greater than his stated preferences suggest. The survey results are probably more reliable in predicting initial demand for such obvious necessities as adequate library study facilities, but become less so as they deal with other conveniences and amenities students do not now enjoy - particularly since the data on preferences, as well as on present use patterns, clearly reflects existing physical circumstances and can be expected to change as they change.

2. Assuming that supply will to some extent generate demand, the use of on-campus facilities increasing with their quality and availability, the inexperience of the students surveyed suggests that as new facilities are planned, an effort might be made to introduce and evaluate, perhaps on a small scale, a wider variety of spaces and services than might be indicated solely on the basis of the immediate preferences and priorities expressed in the study results.

3. Subgroups exist within the several institutions whose relative size and importance will increase as the Higher Education Center expands, and whose special requirements may be brought into sharper focus by close observation of shifts in use patterns as new facilities are introduced. Such groups may be defined by their personal and situational characteristics - e.g., students considerably older or younger than the median. Or they may be composed simply of students who are unlike except in the high priority they place on facilities the majority consider relatively unimportant - e.g., the six percent of the sample ranking a sauna rather than a gym the single most important recreational facility. Often their membership will overlap.

Some of these subgroups may be large enough for their requirements to be adequately accommodated at an institutional level. On the whole, though, cognizance of such minorities will perhaps be more relevant to planning for shared facilities, since it is at the scale of the combined population of the complex that special provision for atypical needs becomes most feasible. In either case, diversity of facilities is the best assurance of matching the diversity of students to be served. And it is from such diversity that the vitality of the Auraria complex -- like that of any urban environment -- will ultimately derive.

		METRO STATE COLLEGE	UNIVERSITY CENTER	COMMUNITY COLLEGE-AURARIA	COMMUNITY COLLEGE-NORTH

Table 1

AGE OF STUDENTS

Median Age		22.5	26.5	22.6	22.8
Percentage Aged 30 Or Over		21	36	22	29

Table 2

SEX OF STUDENTS

Male	BY PERCENT	67	53	54	57
Female		33	47	46	43

Table 3

MARITAL STATUS OF STUDENTS

Single	BY PERCENT	52	35	53	42
Married		42	62	30	46
Divorced, Separated Or Widowed		5	3	17	12

Table 4

ETHNIC ORIGIN OF STUDENTS

White	BY PERCENT	89	93	59	81
Black		2	3	13	7
Spanish-Surnamed		6	3	20	6
American Indian		a	a	4	0
Other		3	a	5	5

a : less than 1%

Table 4a

ETHNIC COMPOSITION OF DENVER AND METRO AREA

		CITY OF DENVER	DENVER METRO AREA
White	BY PERCENT	74.4	85.4
Black		9.1	4.2
Spanish-Surnamed		14.6	9.0
American Indian		1.5	.4
Total Population		514,678	1,313,506

Source: Colorado Civil Rights Division

		METRO STATE COLLEGE	UNIVERSITY CENTER	COMMUNITY COLLEGE-AURARIA	COMMUNITY COLLEGE-NORTH

Table 5

PARENTAL BACKGROUND OF STUDENTS

1. Occupation Of Father					
Manager-Owner	BY PERCENT	21	27	17	13
Prof-Tech-Official		23	35	21	20
Clerical		5	4	3	2
Sales		13	8	9	9
Skilled		20	16	27	30
Semi-Skilled		9	8	11	15
Unskilled		5	4	13	11
2. Education Of Father					
At Least 8th Grade		20	19	26	37
Some High School		10	13	12	14
High School Graduate		26	20	11	16
Some College		18	16	14	10
College Graduate	(a)	21	27	13	7
3. Parents' Income					
Median		$10,450	$11,055	$8,730	$8,850
Percent Less Than $7,500		27	26	42	39
Percent More Than $17,500		14	23	12	7

(a) includes all post baccalaureate education

Table 6

LIVING ACCOMMODATIONS OF STUDENTS

Type:					
Apartment	BY PERCENT	26	26	44	19
House (Own)		54	59	35	62
House (Rent)		19	15	18	17
Rooming House		1	9	3	2
Shared With:					
Spouse/Own Family		46	62	40	54
Parents/Other Relatives		39	21	30	36
Roommate		8	10	17	4
Not shared		8	7	12	6
Median Cost Per Month		$110	$140	$95	$107

	METRO STATE COLLEGE	UNIVERSITY CENTER	COMMUNITY COLLEGE-AURARIA	COMMUNITY COLLEGE-NORTH

Table 7

EMPLOYMENT OF STUDENTS

Percent Employed	62	62	63	65
Average Hours Per Week	29	29	25	30
Median Gross Income	$4,035	$7,650	$2,500	$4,232
Percent Earning More Than $7,500	27	51	17	24

Table 8

ACADEMIC DATA OF STUDENTS

Transfers	BY PERCENT	36	51	41	30
Colorado Residents		94	94	90	99
Level - Undergraduate		96	64	77	92
Graduate		2	20	3	4
Special		21	16	20	4
Average Credit Hours Taken		12	9	12	11

(Special students at the senior institutions are, in the main, those with a bachelor degree taking courses that do not apply to an advanced degree; while at the community colleges they comprise students taking certification courses or those enrolled in special 1-year technical courses.)

Table 9

MOST IMPORTANT REASON FOR CHOICE OF INSTITUTION CITED BY STUDENTS

Inexpensive	BY PERCENT	33	23	32	32
Near Home		10	26	a	11
Special Programs		14	10	24	29
Quality Of Program Or Department		13	11	a	a
Convenient To Work		a	15	a	a
Minimal Entrance Requirements		a	a	12	a

a : percentages less than 10 are not included

Table 10

HIGHEST DEGREE PLANNED BY STUDENTS

Certificate Of Completion	BY PERCENT	3	a	22	6
Associate In Arts		7	a	27	67
Bachelor Degree		75	64	14	7
Master Degree		2	15	3	1
Doctorate		a	6	1	3
Other		3	8	6	5
No Plans		10	6	27	11

a : less than 1%

		METRO STATE COLLEGE	UNIVERSITY CENTER	COMMUNITY COLLEGE-AURARIA	COMMUNITY COLLEGE-NORTH

Table 11

STUDENTS PLANNING TO REMAIN IN COLORADO

	BY PERCENT				
Plan To Remain		59	72	62	70
Plan To Leave		5	6	6	4
Undecided		36	22	33	26

		METRO STATE COLLEGE	UNIVERSITY CENTER	COMMUNITY COLLEGE-AURARIA	COMBINED

Table 12

STUDENTS USING PLACES OTHER THAN HOME FOR STUDY

	BY PERCENT				
Traveling (Bus, Car, Etc.)		17	17	19	18
Friend's/Relative's Home		19	15	19	18
Empty Classroom		33	37	37	35
Restaurant Near School		29	10	12	17
School Library		52	54	47	51
Other Library		29	28	30	29
Labs Or Workshops		13	10	12	11
Hallway At School		22	9	4	12
Sidewalk		4	3	3	3
Eating Facility At School		10	27	30	22
At Work		30	28	27	29
Lounge At School		25	24	17	22
Study Rooms (Not Library)		10	2	15	8
Study Labs (Faculty Assisted)		5	5	16	8

Table 12a

HIGHLY IMPORTANT STUDY FACILITIES IDENTIFIED BY STUDENTS

	BY PERCENT				
Reserve/Reference Rooms		31	40	40	37
Carrels		24	29	45	31
Study Rooms		35	37	52	40
Study/Reading Lounges		23	25	32	26
Departmental Lounges		25	23	33	26
Lounges With Periodicals		14	19	25	19
Lounges With Music		15	13	22	16
Lounges With TV		4	4	10	5
Language Labs		17	20	29	21
Music Listening Booths		11	9	22	13
Study Labs (Faculty Assisted)		37	34	57	41
Typing Rooms		21	21	29	23
Calculator/Machine Rooms		16	18	20	18
Departmental Lab/Shop		28	27	30	28

		METRO STATE COLLEGE	UNIVERSITY CENTER	COMMUNITY COLLEGE-AURARIA	COMBINED

Table 13

MOST IMPORTANT FOOD FACILITIES IDENTIFIED BY STUDENTS

Vending Machines	BY PERCENT	34	46	26	30
Lunchroom		18	11	16	16
Cafeteria		25	21	30	26
Short Order Grill		15	14	14	14

(Totals fall short of 100 percent because other choices were also involved; these had relatively few selections by students.)

Table 14

HIGHLY IMPORTANT HEALTH-RECREATION FACILITIES IDENTIFIED BY STUDENTS

Gymnasium	BY PERCENT	23	16	43	26
Indoor Courts		14	18	21	17
Outdoor Courts		16	13	25	17
Playing Fields		14	9	23	14
Swimming Pool		23	28	41	30
Skating Rink		9	8	14	10
Bowling		9	9	24	12
Indoor Games		15	11	31	17
Sauna/Steam Room		13	11	29	16
Outdoor Lounge/Meeting Area		25	23	36	27

Table 15

MOST FREQUENTLY USED MEANS OF TRANSPORTATION REPORTED BY STUDENTS

Private Car (Driver)	BY PERCENT	69	79	57	70
Private Car (Passenger)		7	6	11	8
Car Pool		0	1	2	1
Bus		11	11	10	11
Bicycle		1	0	3	1
Taxicab		0	0	1	0
Motorcycle/Scooter		2	0	1	1
Walk		7	2	10	6
Ambo-Cab		0	1	0	0
Other		3	0	4	2

Table 16

HIGHLY IMPORTANT GENERAL SERVICE FACILITIES IDENTIFIED BY STUDENTS

Message Center	BY PERCENT	25	23	41	28
Post Office		8	6	20	10
Lockers		27	21	51	31
Sleep Facility		11	7	17	11
Barber/Beauty Shop		5	3	6	5
Shower/Changing Area		13	6	25	13
Meeting Rooms		15	12	24	16
Laundry/Dry Cleaning		8	4	14	8
Bookstore		52	68	61	61

		METRO STATE COLLEGE	UNIVERSITY CENTER	COMMUNITY COLLEGE-AURARIA	COMBINED

Table 17

HIGHLY IMPORTANT HEALTH SERVICES IDENTIFIED BY STUDENTS

Group Insurance	BY PERCENT	35	27	42	34
Minimal Medical		40	31	47	38
Outpatient Clinic		32	21	38	30
Clinic/Small Hospital		36	19	43	31
Pharmacy		33	22	39	30
Psychiatric Services		23	24	45	29
Family Planning: Information		25	19	39	26
Family Planning: Clinic		24	19	35	25
Drug Counseling		31	22	49	32

Table 18

HIGHLY IMPORTANT STUDENT SERVICES IDENTIFIED BY STUDENTS

Financial Aid Counseling	BY PERCENT	57	42	69	54
Draft Counseling		25	19	25	23
Military Counseling		17	12	17	15
Career Counseling		63	53	63	59
Advanced Study Counseling		55	58	54	55
Curriculum Counseling		54	63	57	58
Personal Counseling		37	29	56	39
Community Services Information		23	21	39	26
Tutoring		31	17	43	29
Child Care (Babysitting)		14	9	24	14
Child Care (Educational)		14	11	25	16
Housing Information		25	18	44	27
Job Placement		55	45	64	53
Crisis Center		47	29	60	43

Table 19

HIGHLY IMPORTANT SCHOOL-SPONSORED EVENTS IDENTIFIED BY STUDENTS

Plays	BY PERCENT	20	19	50	27
Movies		18	19	42	25
Art Exhibits		27	22	49	30
Lectures/Readings		26	20	40	27
Dance		11	5	30	14
Music		18	12	41	28

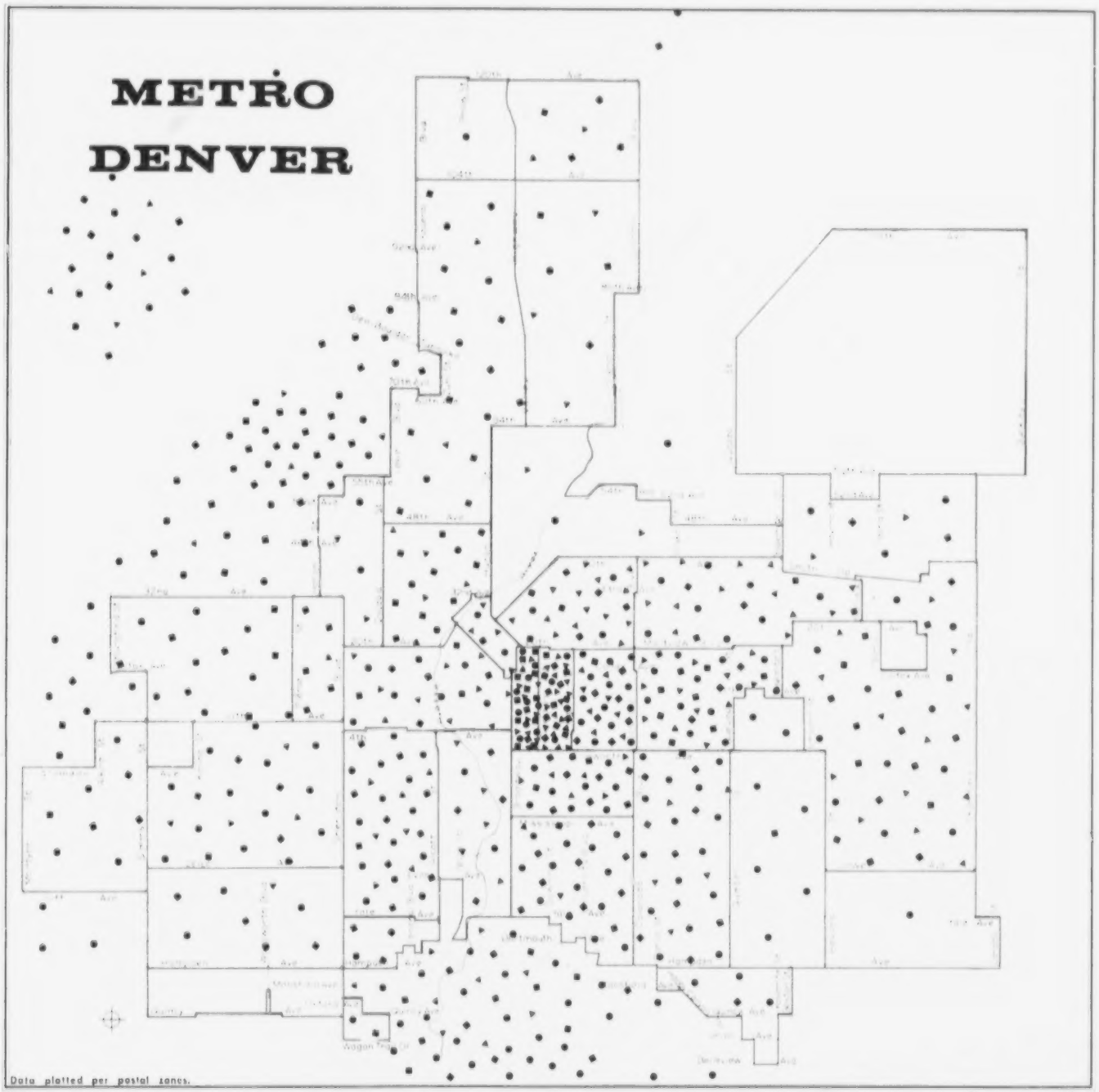
Table 20

HOUSING PREFERENCES OF STUDENTS

A. Percentage Regarding Housing Facilities On Or Near Campus As Highly Important				
Dormitory	15	6	37	17
Apartment	38	22	44	33
B. Percentage Preferring Various Types Of Operation Of Housing				
By School	24	13	18	18
By Student Co-ops	52	49	52	51
Commercially	19	32	27	26

Geographical Distribution of Students

(Symbols Represent Each Student In Survey Sample By Zip Code Address)



▲ Community College of Denver-Auraria

● University of Colorado-Denver Center

■ Metropolitan State College

CREDITS

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